

**DESIGNING SAMPLES OF READING MATERIALS BASED ON CTL BY
USING LOCAL LEGENDS OF DAYAK PESAGUAN**

AN ARTICLE

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DESIGNING SAMPLES OF READING MATERIALS BASED ON CTL BY USING LOCAL LEGENDS OF DAYAK PESAGUAN

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Abstrak: Penelitian ini bertujuan untuk merancang contoh bahan ajar membaca pada wacana naratif menggunakan legenda setempat. Pendekatan pada penelitian ini adalah pendekatan pengembangan. Keabsahan contoh bahan ajar ditentukan dengan menggunakan metode triangulasi. Narasumber yang dilibatkan adalah guru kelas VIII dan penulis legenda setempat, serta, 34 siswa kelas VII SMP N 1 Tumbang Titi sebagai pengguna bahan ajar. Tahapan pengembangan bahan ajar dimulai dengan pengumpulan dokumen [Merondau: Adat Agung Dayak Pesaguan (2003), Hukum Adat: Nikah Kawin Jadi Suntung (2009), Kanjan Serayong: Ritual Kematian Dalam Tradisi Dayak Pesaguan (2007), 12 Cerita Setengah Sejarah : Cerita Rakyat wilayah Pesaguan (2009)], kemudian pemilihan dokumen yang sesuai berdasarkan wawancara guru [Legenda Panji Lawah and Legenda Batu Menanti], setelah itu menyesuaikan bahan ajar dengan kebutuhan kelas, dan terakhir adalah memverifikasi bahan ajar kepada narasumber dengan maksud bahan ajar naratif telah sesuai dengan pendekatan pembelajaran kontekstual menurut guru kelas dan siswa kelas VIII sebagai pengguna.

Kata Kunci: CTL, Legenda Daerah

Abstract: The purpose of this research is to design the samples of the narrative reading materials by using local legend. The method of this research is developmental research. The validating of the materials applied is triangulation method. This research involved two informants and 34 students of the eighth grade in second semester as the practitioner. The informants are the teacher as materials users and Mr. Fransiscus Raji'in as the expert of local legend editor. The process of materials development consisted of collecting the four possible documents [Merondau: Adat Agung Dayak Pesaguan (2003), Hukum Adat: Nikah Kawin Jadi Suntung (2009), Kanjan Serayong: Ritual Kematian Dalam Tradisi Dayak Pesaguan (2007), 12 Cerita Setengah Sejarah : Cerita Rakyat wilayah Pesaguan (2009)], selecting the document which appropriate for the learners based on teacher interview [Legenda Panji Lawah and Legenda Batu Menanti], adapting the materials into classroom, and verifying the materials to the informants. The students and teacher's perception gained through teacher's questionnaire showed that the narrative reading materials designed by the writer had followed CTL approach.

Keywords: CTL, Local legend

Local legend might be a solution for teacher to overcome the barrier to get the teaching materials. The local legend might involve the story about the place, history about a village, and the product of tradition such as the folktales. Using local legend might be useful to help the learners to understand the text, because it is familiar to the learners. It would be the consideration of the writer applied teaching materials using local legend of Dayak Pesaguan to teach narrative reading text.

By using local legend as English narrative reading material for the students in SMP N 1 Tumbang Titi, the learners might have prior or existing knowledge. It also meet to the current education paradigm of education that we call “constructivism”. The learners construct their knowledge by combining their prior or existing knowledge and the novel knowledge by learning English as an International language. Because, it exist on their dialy life. They look and learn it in their Dayak Pesaguan community. So, it would be easier for them to understand the message of the text or material.

Reading is one of language skills that the students should master. There are authors who state the important of reading in language learning. According to Graesser as cited on Mc namara(2007:03) Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Jhonson (2005:94) stated that reading effectiveness is contextually influenced, with the ability to make meaning from text linked to variables such as what we are reading (content), what kind of text (genre), in what context and with what purpose?. Based on theory above, the writer conclude that reading is one of the skill that students have to master, so the students are able to find information in text and beyond the text itself.

In designing the reading materials, writer decided to use Contextual Teaching and Learning Approach (CTL Approach).CTL approach emphasize the learning process through “constructing” not memorizing and teaching is interpreted as an activity of inquiring process not only transferring knowledge to the students. In CTL, student are expected to develop their own understanding from their past experience or knowledge (assimilation).

In achieving the goals of CTL, there are some characteristics that should be concerned by the teachers. Johnson (2002:65) characterizes CTL into eight important elements as follows:

1. Making Meaningful Connections

Students can organize themselves as learners, who learn actively in improving their interest individually, person who can work individually or collectively in a group, and a person who can do learning by doing.

2. Doing Significant Work

Student can make relationship among schools and the various existing contexts in the real world as business maker and as a citizen.

3. Self-Regulated Learning

Students do the significant work; it has purpose, it has connection with others, it has connection with decision making and it has the concrete results or products.

4. Collaborating

Students are able to work together. The teacher helps students in order to work effectively in a group and teacher helps them to understand the way how to persuade and communicate each other's.

5. Critical and Creative Thinking

Students are able to apply higher level thinking critically and effectively. They are able to analyse, to synthesize, to tackle the problem, to make a decision and to think logically.

6. Nurturing the Individual

Students carry on their selves, understand, give attention, possess high wishes, motivate and empower themselves. Students cannot get the success without the support from adult people.

7. Reaching High Standards

Students know and reach the high standard. It identifies their purposes and motivates them to reach it. Teacher shows to students how to reach what called "excellent".

8. Using Authentic Assessments

Students use academic knowledge in the real world context to the meaningful purposes.

There are several steps in designing the material in order to put the CTL theory into practice by using local legend. First of all, the writer needed to define the theory of CTL. CTL is an approach which gives opportunity to include daily life context of the students into the classroom activities (Johnson 2002: 67). Secondly, the writer collected all of local legend which connected to students by conducting local documents collection. The writer obtained local legends in Raji'in book "Twelve Legend of Middle Pesaguan Land" (12 Legenda dari pesaguan tengah). Raji'in is a credible local legends editor which write many books which contain local legend in Tumbang Titi [the area which writer conducting the research]. Third, the writer selected the story which appropriate and applicable as the reading materials especially in teaching about narrative text.

METHOD

The writer conducted developmental study. It is belong to qualitative research. In this developmental study, the writer was focused on designing samples of English narrative reading materials for eighth grade students in SMP N 1 Tumbang Titi. The writer designed the English narrative reading materials based on curriculum and syllabus in KTSP (School Based Curriculum) considering local legend integration into the material.

Furthermore, The writer designed the materials based on *KTSP* (School Based Curriculum). The materials were narrative texts for eighth grade of junior high school. The writer designed the materials by integrating Local legend into it.

Moreover, The informants of the research were the English subject teacher of eighth grade of the state Junior High School I of Tumbang Titi, the local legend collector [Mr. Fransiscus Raji'in] and the 34 learners of the eighth grade of state Junior High School I of Tumbang Titi.

In collecting the data, writer decided to conduct triangulation study by using indirect communication technique, document analysis and member checking. The indirect communication technique was conducted by giving a set of questions in form of questionnaires to verify the applicability of materials with regard to learner needs. Documents [materials] are evaluated by the teacher of English subject in SMP N 1 Tumbang Titi. The last is member checking by verifying the materials to the Legend Collector [Mr.FransiscusRaji'in].

Tools of data collecting in this research were questionnaires and Interview. The questionnaires were applied after the teaching learning process has been done by the English subject teacher. The questionnaires were given to the students and the English teacher to find out whether the reading material samples design suitable for fulfill the Contextual Teaching Learning theory.

There were two interviews conducted by the writer. First, the writer conducted interview with the teacher to check the suitability of materials to the classroom condition and its teaching learning process. The second interview conducted by the writer in order to ask the local legend collector to verify the validity of the story in the materials the writer made.

The data were analysed by qualitative data analyses. The writer tried to use triangulation method in this research. There are three methods that the writer used; they are library research method, in-depth interview with the informant, and distribute questionnaire.

Library research requires the writer to collect and select written data from the library. The writer tried to collect all of the resources in Tumbang titi. Moreover, the writer selected several materials that suitable to be applied in classroom atmosphere.

In-depth interview used as the verification of the materials built. There are two interviewees. The first interviewee was the teachers as the user of the materials built. The second interviewee was Mr. Raji'in as the expert in collecting the local legend.

After collecting the data, the writer analysed the questionnaire as the representative of the English subject teacher's and the learners' perspective.

FINDINGS AND DISCUSSION

a. Findings

Materials development

This part of research finding divided into four parts; support document collecting, selecting the documents, materials adapting and verifying the materials to experts.

The writer collected the document in order to view overall possible resources. The method of collecting document is library research. The writer found four possible resources to be selected as applicable and appropriate materials. The resources are books of local heritage. The books were written by a credible writer in his district [Mr.FransiscusRaji'in]. They are *Merondau: Adat Agung Dayak Pesaguan* (2003), *Hukum Adat: Nikah Kawin Jadi Suntung* (2009),

Kanjan Serayong: Ritual Kematian Dalam Tradisi Dayak Pesaguan (2007), *12 Cerita Setengah Sejarah : Cerita Rakyat wilayah Pesaguan* (2009).

Based on the interview above, the writer decided to opt two legends from *12 Cerita Setengah Sejarah : Cerita Rakyat wilayah Pesaguan* (2009). They are *Legenda Panji Lawah* and *Legenda Batu Menanti*. Below is the original works of Mr.Raji'in of *Legenda Panji Lawah* and *Legenda Batu Menanti*.

The legend of *Panji Lawah* is a story about. The Character of the local legend is *Panji Lawah*. Panji Lawah is a man who calling people to gather in a village meeting. Panji Lawah is the name of *gong* [music instrument] with loud sound to call people. The moral value of the local legend is to be disciplined in our duty. The story is originally from *Titi Buluh village at Tumbang Titi*.

The legend of *Batu Menanti* is a story about two lovers who wanted to married. The characters involved are the lovers and the woman's parents. The moral values of the local legend are that the reader was taught not to be selfish. *Batu menanti* is located in *Setabak* hill near Titi Buluh village. The name of *Batu Menanti* (waiting stone in English) is derived from the story that the woman wit for his lover to fulfil her parents requirements.

Illustration is one of elements in material writing. The writer tried to find related illustration for the materials. There are some options to use particular pictures as the illustration. The writer selected four pictures that related to the topic of the materials. The illustrations are *gong*, *rumah mandi angin*, *bukit setabak* from district office view, and *bukit setabak*.

The content of the materials are the texts which the writer and the teacher opted from *12 Cerita Setengah Sejarah : Cerita Rakyat wilayah Pesaguan* (2009) in material selection. The texts were translated into English. There are two texts which was used as supplementary materials; Legend of *Panji Lawah* and Legend of *Batu Menanti*.

The tasks was very crucial in material development. It is not just a collection of instructions but also activity which should cotain the element of contextual teaching and learning. There were seven element must be involved in the tasks are constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.

Material evaluation

Teacher Perspective about the materials

From the result of the questionnaire for the English teacher of SMP N 1 Tumbang Titi, the writer found that the narrative reading material sample designed by the writer fulfilled the fourth criteria's. It can be seen in the table below

Table 1 Components of CLT

No	Statements	Response	
		Yes	No
1	Can the student construct their own understanding and knowledge in learning the narrative reading material?	✓	

2	Does the narrative reading material provide questioning activities?	✓
3	Does the narrative reading material provide inquiry activities in which the student can discover their own knowledge and skills?	✓
4	Does the narrative reading material provide opportunities for the students to cooperate with other students?	✓
5	Does the narrative reading material provide opportunities for modeling activities in which the students are given model to do something?	✓
6	Does the narrative reading material provide opportunities for reflection activities so that the student can reflect on their own learning?	✓
7	Do the tasks in the narrative reading material assess the students' learning process (authentic assessment)?	✓

According to the teachers' responses, the materials given to the student met the component of CLT. The students can construct their own understanding and knowledge in learning the narrative reading material. Narrative reading material provides questioning activities. The narrative reading activities provide inquiry activities in which the student can discover their own knowledge and skills. The narrative reading provides opportunities for the student to cooperate with other student. The narrative reading material provides opportunities for modelling activities in which the students are given model to do something. The narrative reading material provides opportunities for reflection activities so that the student can reflect on their own learning. The tasks in the narrative reading material assess the students' learning process (authentic assessment).

Table 2 Principles of Material Design

No	Statements	Response	
		Yes	No
1	Does the narrative reading material motivate students to learn?	✓	
2	Does the narrative reading material contain interesting text?	✓	
3	Does the narrative reading material provide opportunities for the students to use their existing knowledge?		✓
4	Does the narrative reading material help to organize the teaching and learning process so that the teacher know what should be learnt by the students first and what should be learnt next?		✓
5	Does the narrative reading material provide the real		

language use in their life?	✓
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According to the teachers' responses, the narrative reading material met principles of material design. The narrative reading material motives students to learn. The narrative reading material contains interesting text. However, according to the teachers' response, the narrative reading material did not provide opportunities for the students to use their existing knowledge. It also did not help to organize the teaching and learning process so that the teacher know what should be learnt by the students first and what should be learnt next. The narrative reading material provides the real language use in their life.

Table 3 Aspects of Material Design

No	Statements	Response	
		Yes	No
1	Are the instructions for the tasks clear enough to be understood by the students?	✓	
2	Do the illustrations connect to the content of the narrative reading materials?	✓	
3	Are the illustrations interesting?	✓	
4	Is the appearance of the narrative reading material interesting?	✓	

According to the teachers' responses, the narrative reading material met aspects of material design. The instructions for the tasks clear enough to be understood by the students. The illustrations connect to the content of the narrative reading material. The illustrations in the narrative reading material are interesting. The appearance of the narrative reading material is interesting.

Table 4 Principles of Reading Material Development

No	Statements	Response	
		Yes	No
1	Is the narrative reading material relevant to the students?	✓	
2	Is the narrative reading material relevant to the learning objectives?	✓	
3	Can the narrative reading material be used in other classes?	✓	
4	Can the narrative reading material be used in out-of-school situations?	✓	

Based on the teacher's responses, the materials met the principle of reading material development. The narrative reading materials is relevant to the students. Narrative reading material is relevant to the learning objectives. Narrative reading material can be used to other class and in out-of-school situations.

Students' Perspective about the materials

Most students viewed that the texts are connected with their daily life context. The percentage of the students who believed that the texts are connected to their daily life context is 61.76 per cent. Its number of student is 21 students.

Most students did not agree that they have recognized about the material. The percentage of the students who agree is 23.53 per cent. Its number of the students is 8.

Most Students viewed that the narrative reading given is interesting. The percentage of students agrees is 88.24 per cent. Its number of the students is 30.

Most students viewed that the narrative reading material is joyful for them. The percentages of students agree is 91.18 per cent. Its number of students is 31.

Most of the students viewed that the narrative reading material foster to understand English in daily life. The percentage of students agrees is 88.24 per cent. Its number of students is 30.

Most students viewed that the narrative reading material stimulates them to use English actively. The percentage of the students who agree is 94.12 per cent. Its number of the students is 32.

Most of the students viewed that the narrative reading material stimulates them to improve their reading skills. The percentage of the student agrees is 91.18. its number of the students is 31.

Most of the students viewed that they comprehend the information's in the narrative reading material by reading it several time. The percentage of the students agrees is 91.18 per cent. Its number of the students is 31.

Most of the students believed that they require additional knowledge by reading the narrative reading material. The percentages of students agree is 100 per cent. Its number of the students is 34.

Most of the students' viewed that they are able and willing to learn together with their friends in group to discuss and make conclusion about the material. The percentage of students agrees is 94.12 per cent. Its number of the students is 32.

b. Discussion

There are four steps in design the materials. First of all, the writer collected the possible documents which related to the local community. Secondly, the writer selected the documents to be taught. Thirdly the writer tried to adapt the raw document into classroom usage. The lastly the writer verified the materilas to the user and its expert.

The teacher and students' perception on the narrative reading material samples obtained through the questionnaires which were contributed to the teacher and students. The teacher's perception gained through teacher's questionnaire showed that the narrative reading materials designed by the writer had followed the components of CTL, principles of material design and narrative reading material development and the aspects of material design. The narrative reading materials contained constructivism because the students could construct

their understanding and knowledge in learning the narrative materials. The narrative reading materials contained questioning because they provided questioning activities. The narrative reading materials also provided inquiry activities and provided opportunities for the students to cooperate with other students. In addition, the narrative reading materials gave model on how to pronounce certain words. The students were also given opportunities to reflect on their own learning. Besides, the tasks in the narrative reading materials assessed the students' learning process in reading. The narrative reading materials motivated the students to learn. They contained interesting texts. However, the narrative reading materials does not provide opportunities for the students to use their existing knowledge and helped to organize the teaching and learning process so the teacher knew what should be learnt first and what should be learnt next. In addition, the narrative reading materials provided the real language use in real life. The instructions of the materials were clear enough to be understood by the students. The illustrations used in the materials were connected to the content of the materials and interesting. Besides, the narrative reading materials designed by the writer were relevant to the students and learning objectives. The materials could be used in other classes and out-of-school situations.

The students' perceptions gained through the students' questionnaire showed that the most students viewed the texts are connected with their daily life context. The percentage of the students who believed that the texts are connected to their daily life context is 61.76 per cent. However, most students did not agree that they have recognized about the material. The percentage of the students who agree is 23.53 per cent. Dominantly, students viewed that the narrative reading given is interesting. The percentage of students agrees is 88.24 per cent. Most students viewed that the narrative reading material is joyful for them. The percentages of students agree is 91.18 per cent. Most of the students viewed that the narrative reading material foster to understand English in daily life. The percentages of students agree is 88.24 per cent. Most students viewed that the narrative reading material stimulates them to use English actively. The percentage of the students who agree is 94.12 per cent. Most of the students viewed that the narrative reading material stimulates them to improve their reading skills. The percentage of the student agrees is 91.18. Most of the students viewed that they comprehend the information's in the narrative reading material by reading it several time. The percentage of the students agrees is 91.18 per cent. All of the students believed that they require additional knowledge by reading the narrative reading material. Most of the students' viewed that they are able and willing to learn together with their friends in group to discuss and make conclusion about the material. The percentage of students agrees is 94.12 per cent.

CONCLUSION

The writer had two problems in this research. The problems had been answered by the result of this research. The first problem was whether the narrative reading materials designed by the writer had fulfilled the seven components of CTL approach. The writer designed the narrative reading material samples using local legend of Dayak Pesaguan which fulfilled the seven

components of CTL. The narrative reading materials designed by the writer were intended to be used as supplementary materials in teaching reading.

The writer also had the second problem which concerned with the teacher and students' perception on the narrative reading material samples designed by the writer. In order to get the teacher and students' perception on the narrative reading materials designed by the writer, the writer asked the teacher to try out the materials and contributed the questionnaires to the teacher and students after trying out the materials. The teacher's perception on the narrative reading materials was that the narrative reading materials samples by using local legend of Dayak Pesaguan had fulfilled the components of CTL, principles of material design, aspects of material design and principles of reading material development. The students' perception on the narrative reading materials was that the narrative reading materials designed by the writer were interesting for the students, the narrative reading materials helped the students to understand English which was related to their daily lives, and the students could understand and get more knowledge by learning the narrative reading materials designed by the writer.

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